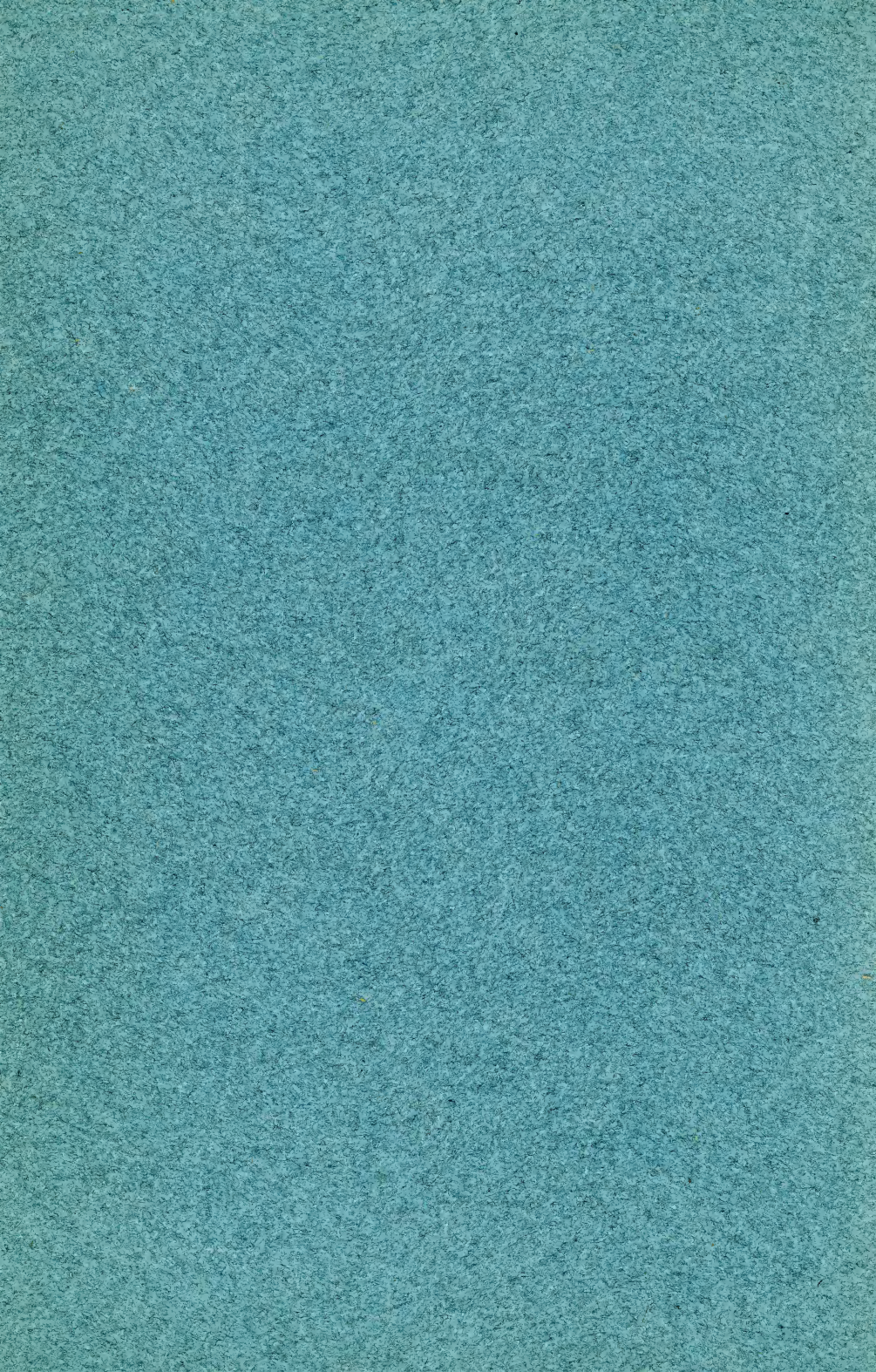


School Report

Palmer Massachusetts

1908--1909



Town of Palmer.

School Report

For the Year Ending Feb. 15, 1909.

School Committee, 1908-1909.

FREDERICK A. UPHAM, Chairman.

LEE T. GRAY, Secretary.

GEORGE D. MOOERS,	Term expires 1911
JAMES WILSON,	" " 1911
L. H. GAGER,	" " 1910
DR. JOHN F. ROCHE,	" " 1910
CHARLES D. HOLDEN,	" " 1909
FREDERICK A. UPHAM,	" " 1909

Regular meeting of the School Committee at 7.15 p. m. on the Tuesday before the last Friday of each school month.

All bills must be in the hands of the Superintendent on or before the above day.

Superintendent of Schools, LEE T. GRAY.

OFFICE, High School Building. Telephone, 54-4.

OFFICE HOURS:— 8 a. m. to 12 m., 1.30 to 4 p. m.; Saturdays, 9 a. m. to 12 m.; Tuesday evening from 7 to 8, except the Tuesday before the last Friday of each school month.

TRUANT OFFICERS.

T. J. CRIMMINS,	Depot
H. T. BISHOP,	Thorndike
WILLIAM SMITH,	Three Rivers
C. E. FULLER,	Bondsville

JANITORS.

MARTIN NEILSON,	High School
MARTIN NEILSON,	Depot
H. T. BISHOP,	Thorndike
WILLIAM SMITH,	Three Rivers
C. E. FULLER,	Bondsville

Calendar.

SCHOOL YEAR, 1909-10.

HIGH SCHOOL.

Winter term began January 4, 1909 ; ended February 26, 1909.

Spring term begins March 8, 1909 ; ends April 30, 1909.

Summer term begins May 10, 1909 ; ends July 2, 1909.

Fall term begins September 7, 1909 ; ends December 24, 1909.

Winter term begins January 3, 1910 ; ends February 25, 1910.

Spring terms begins March 7, 1910 ; ends April 29, 1910.

Summer term begins May 9, 1910 ; ends July 1, 1910.

OTHER SCHOOLS.

Winter term began January 4, 1909 ; ended February 26, 1909.

Spring term begins March 8, 1909 ; ends April 30, 1909.

Summer term begins May 10, 1909 ; ends June 18, 1909.

Fall terms begins September 7, 1909 ; ends December 24, 1909.

Winter term begins January 3, 1910 ; ends February 25, 1910.

Spring term begins March 7, 1910 ; ends April 29, 1910.

Summer term begins May 9, 1910 ; ends June 17, 1910.

Report of the School Committee.

To the Citizens of Palmer:

Your Committee beg to submit its annual report, which is the fifty-ninth in the series of similar reports of the School Committee of the Town of Palmer.

We wish to express our appreciation for the additional appropriation made at the last annual town meeting for an increase in the salaries of the teachers.

This Committee has tried to use this money as economically as possible, and at the same time raise the salaries of efficient teachers to an amount that will enable such teachers to remain in the service of this town. The result, we are satisfied, has been beneficial to our schools, as shown more in detail by the Superintendent's report.

Bondsville Grammar School Building.

The appropriation of \$1800.00 made at the special meeting in June has enabled this Committee to make the much-needed changes in the sanitary conditions in the Bondsville building. The old system of plumbing has been replaced with a modern system, and a toilet room for the teachers added. The furnace has been overhauled and repaired, new heating and ventilating flues installed, and a new steam boiler placed in the basement for the purpose of warming the corridors and draught flues. With these changes and additions the school-rooms are now being properly warmed and well ventilated, although owing to the fact that this building is located in such proximity to a high hill it will probably be impossible to ever get the best results in ventilation. The old well in the cellar, the water from which was formerly used for drinking purposes, has been abandoned and a supply of good pure water is now furnished from the artesian well system of the Boston Duck Co. for both drinking and sanitary

purposes, the pupils securing drinking water from a new sanitary drinking fountain. The roof of this building has been shingled at an expense that leaves a balance of \$182.43 unexpended of the \$400.00 appropriated for this purpose.

Palmer Grammar School Building. New double bolts have been placed on the outside doors in this building, and exit signs installed in the assembly hall, and a few other minor changes made, all in accordance with orders received from the State Inspector of Public Buildings.

High School Building. The attic and tower rooms on the third floor of this building, formerly used for teaching drawing, not having proper exits in case of fire, have been abandoned in accordance with instructions from the State Inspector of Public Buildings.

The north end room in the cellar, formerly used for the storage of coal and other supplies has been cleaned and whitened, and otherwise fitted with the necessary apparatus to temporarily carry on the work of teaching drawing. This room is damp, and so dark that electric lights are used a part of the time to supply the necessary light.

The outside doors have been fitted with double bolts, a pair of smoke doors placed in the rear of the corridor, and some minor changes made about the building to afford protection to the pupils in case of fire.

The more important changes ordered made by the State Inspector of Public Buildings and the State Board of Health, such as improved plumbing, a new system of ventilating and heating, and fire escapes, have been held in abeyance by permission from these authorities pending the action of the town with reference to a new building or the remodeling of the old one.

Shorley District School. Upon investigation it was found that in the Shorley district there resided twenty-one children of school age, a large number of whose ages range from 6 to 9 years. It therefore seemed best in the judgment of the Committee to re-open this building, thus providing schooling for these young children without exposing them to the severe winter weather by conveying them in a barge to the Thorndike Grammar School.

The school was opened in the fall with a membership of 19, but this number has since been reduced to 12, two families having removed from the district, and one family having come in.

Your careful attention is invited to the Superintendent's report, and especially to that part of it referring to manual training.

In the judgment of this Committee the time has arrived when Palmer should include in its school curriculum the subject of Manual Training, and for this purpose we recommend that an appropriation of \$1000.00 be made.

RECOMMENDATIONS.

Salaries, teachers and superintendent,	\$19,825.00
Janitors,	2,000.00
Music and drawing,	1,200.00
Fuel and light,	2,500.00
Text books and supplies,	1,400.00
Transportation,	1,800.00
Repairs,	500.00
Contingencies,	500.00

We recommend the following special appropriations :

Medical inspection,	\$ 200.00
Insurance,	200.00

Respectfully submitted,

FREDERICK A. UPHAM,
GEO. D. MOOERS,
L. H. GAGER,
CHARLES D. HOLDEN,
DR. J. F. ROCHE,
JAMES WILSON.

Financial Statement.

TEACHERS' SALARIES.

HIGH SCHOOL.

Genevra F. Clark,	\$520.00	
Marion E. Dimond,	220.00	
Pauline C. Melius,	660.00	
M. Louise Shaw,	660.00	
Mildred R. Stetson,	360.00	
	<hr/>	\$2,420.00

DEPOT.

Elizabeth I. Heenehan,	\$608.00	
Susette Gravestein,	430.00	
Ethel R. Babb,	442.00	
Lillie M. Sullivan,	442.00	
Jennie C. Roche,	442.00	
Glenn W. Silsby,	140.00	
Addie B. Holway,	140.00	
Edna Flanders,	404.00	
Marion E. Warner,	440.00	
Margaret McCoy,	404.00	
Florence Carter,	120.00	
Lillian Wye,	160.00	
Helen Henderson,	240.00	
Mildred M. Hartwell,	264.00	
	<hr/>	\$4,676.00

THORNDIKE.

Katherine M. Twiss,	\$608.00	
Minnie V. Andrews,	418.00	
Annie E. O'Connor,	442.00	
Marian E. Sands,	442.00	
Mary E. Murdock,	442.00	
Edith Stiles,	200.00	
	<hr/>	\$2,552.00

BONDSVILLE.

Jennie C. Twiss,	\$608.00
Annie L. Farrar,	154.00
Cora B. Clark,	437.20
Alice Harris,	140.00
Florence M. Phillips,	140.00
Laura Cuzner,	140.00
Annie E. Bradford,	264.00
Una L. Bangs,	264.00
Lucy Fitzgerald,	240.00
Mary I. Fussell,	240.00
	<hr/>
	\$2,627.20

THREE RIVERS.

Martha Buzzell,	\$608.00
Mary V. Leary,	428.00
Lucy B. Twiss,	442.00
Estella R. Leavitt,	140.00
Mildred M. Hartwell,	154.00
Abby C. Cox,	140.00
Harriet J. Wilder,	288.00
Florence M. Phillips,	264.00
Julia G. Daley,	276.00
	<hr/>
	\$2,740.00

DISTRICTS.

May Mahoney,	\$404.00
Julia G. Daley,	154.00
Mollie R. Felton,	264.00
Harriet Marshall,	248.00
	<hr/>
	\$1,070.00

SUBSTITUTES.

May Dillon,	\$ 57.00
Della Hastings,	9.00
Mrs. Ruggles,	5.00
Bertha Hastings,	120.00
	<hr/>
	\$191.00

SUPERINTENDENT.

Lee T. Gray,	\$1,933.36
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SECRETARY.

Jennie E. Bray,	\$525.00
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DRAWING AND MUSIC.

Florence L. Tarbell,	\$480.00	
Joanna V. Cantwell,	400.00	
H. S. Safford, artgum,	3.00	
A. Storrs & Bement Co., cover paper,	4.40	
Walter Jacobs, music for orchestra,	5.71	
Ginn & Co., individual sight-singing series,	18.10	
Prang Educational Co., water color crayons,	11.30	
Milton Bradley Co., ruling pens, compasses, etc.,	5.15	
Geo. A. Graves & Sons, tools for wood work,	5.26	
Johnson's Book Store, stencil boards, oil paints,		
etc.,	3.75	
	<hr/>	\$936.67

JANITORS.

J. W. Manter,	\$ 78.00	
Martin Nielson,	664.26	
H. T. Bishop,	348.00	
C. E. Fuller,	348.00	
William Smith,	348.00	
Mrs. Walker,	34.52	
Rufus P. Bacon,	12.00	
	<hr/>	\$1,832.78

INSURANCE.

W. W. Leach & Co.,	\$115.50	
D. F. Dillon,	60.00	
A. E. Fitch,	225.00	
	<hr/>	\$400.50

REPAIRS.

M. J. Dillon, plastering at high school,	\$ 4.00	
A. M. Bond, repairs at Thorndike and Bonds-		
ville,	15.18	
Potter & Bond, doors, locks and general repairs		
at Bondsville,	28.71	
Palmer Mill, carpentering at Three Rivers,		
lumber, nails, etc.,	42.14	
J. W. Manter, repairs at high school, Palmer		
grammar and Bondsville,	42.08	
Jas. P. O'Connor, general repairs,	48.68	

Theophile Paulin, labor, paint, etc., at Thorndike,	\$153.46	
Martin Nielson, work at high school and P. G. school,	14.53	
Daniel Sugrue, general repairs at Thorndike,	5.18	
Thorndike Co., paint, varnish and labor at Thorndike,	10.81	
C. D. Holden, bills for shoveling ashes and setting glass at Bondsville,	11.72	
F. M. Webber, labor and material at P. G. S.,	2.50	
F. M. Williams, zinc, slate and labor at Thorndike,	25.00	
Nelson St. John, repairs at Shorley District school,	20.00	
S. W. Lyon & Co., plumbing at high school,	2.23	
J. W. Brainerd, fence posts,	4.55	
Parker-Hamer Electric Co., batteries and labor at high school and P. G. S.,	8.60	
		\$439.37

TEXT BOOKS AND SUPPLIES.

Atkinson, Mentzer & Grover, books, note books, etc.,	\$ 82.04	
Silver, Burdett & Co., books,	23.34	
Quimby Pharmacy, toilet paper and acid,	.85	
Milton Bradley Co., paper and kindergarten material,	123.68	
Houghton, Mifflin & Co., books,	42.18	
The Macmillan Co., books,	8.80	
Little, Brown & Co., books,	5.06	
The Davis Press, alphabet packets,	.30	
American Book Co., books,	37.05	
J. L. Hammett Co., paper, pencils and general supplies,	251.92	
Ginn & Co., books, bookkeeping sets, etc.,	131.26	
E. E. Babb & Co., paper, alpine reading material, floor brushes, etc.,	389.07	
Parker-Hamer Electric Co., dry cells,	1.40	

D. C. Heath & Co., books,	\$102.68	
Leavenworth & Co., maps,	8.55	
Esterbrook Steel Pen Mfg. Co., pens,	7.50	
Forbes & Wallace, burlap,	3.50	
L. E. Knott Apparatus Co., laboratory supplies,	8.08	
Allyn & Bacon, books,	66.20	
D. Appleton & Co., books,	16.39	
Schoenhof Book Co., books,	7.65	
Palmer Journal, census cards,	5.60	
A. Storrs & Bement Co., paper,	9.40	
H. S. Safford, erasers,	2.00	
R. R. Nickerson, dustdown for floors,	39.38	
Rand, McNally Co., maps,	11.60	
	<hr/>	\$1,385.48

FUEL AND LIGHT.

Central Mass. Electric Co.,	\$ 85.14	
J. F. Holbrook & Son,	2,123.78	
W. F. Fillmore,	168.62	
Worcester Co. Gas Co.,	10.15	
F. J. Hamilton,	72.92	
Brown Bros.,	378.21	
C. P. Haynes,	4.00	
J. W. Miller,	22.00	
Merton Alden,	3.00	
J. B. Hultz,	2.25	
Nelson St. John,	16.00	
	<hr/>	\$2,886.07

TRANSPORTATION.

Emery Prouty,	\$ 45.00	
S. H. Brown,	118.50	
Springfield Street Railway Co.,	1,050.00	
Mr. Moore,	113.70	
W. E. Kenyon,	300.00	
D. E. Marcy,	2.00	
Thomas Blanchard,	12.50	
	<hr/>	\$1,641.70

CONTINGENCIES.

C. D. Holden, oil and sundries,	\$ 14.53
P. C. Story, truant officer,	3.25
Mrs. Martin Neilson, washing,	5.41
W. L. Shaw, postmaster, envelopes and postals,	12.62
N. E. Tel. & Tel. Co., telephone and tolls at H. S.,	42.79
Parker-Hamer Elec. Co., installing lights, re- pairing lights and bells,	45.51
Morgan Envelope Co., toilet paper,	6.25
Whitcomb & Faulkner, glass and sundries,	67.27
The Palmer Journal, school reports, graduation programs, tickets, etc.,	77.84
John Molloy, laundry,	4.03
Palmer Water Co., water rent,	118.35
E. B. Taylor, oil, matches and sundries,	2.42
West Disinfecting Co., disinfectant,	15.00
Norman C. Hayner Co., disinfectant,	40.50
C. E. Fuller, laundry,	2.72
Quimby Pharmacy, toilet paper and sundries,	1.60
D. L. Bodfish, ribbon for diplomas and sundries,	6.46
Lee T. Gray, express and expense hiring teachers,	11.50
Meekins, Packard & Wheat, flags for High School and P. G. S.,	13.20
S. W. Lyon & Co., work on wire mill district stove and sharpening lawn mower,	13.90
W. F. Fillmore, plaster and fertilizer,	5.25
Palmer Trucking Co., trucking,	13.24
James Wilson, soap, oil, potash and sundries,	4.25
Bay Path Printery, invitation cards for Exhibi- tion Day,	2.50
Charles Jacobus, speaker at Grammar School graduation,	5.00
G. R. Pyne, plans for heating system at High School,	5.00
B. & A. R. R. Co., freight,	.40
F. F. Marcy, lumber,	16.54
Milton Bradley Co., diplomas and engrossing,	24.50
E. S. Brooks, clocks and repairing,	3.50

George A. Bills,	\$ 3.08	
Smith Harrington, labor in districts,	3.00	
W. B. Whittemore, laundry,	1.19	
Cemetery Commissioners, removing ashes,	2.00	
Western Union Tel. Co., messages,	4.62	
Wm. Smith, truant officer,	11.80	
S. Newton Stimson, taking census,	50.00	
James Summers, repairing tools,	1.90	
W. E. Stone & Son, cheese cloth and curtain cord,	1.40	
Walcott-Cameron Co., shade rollers, cord, etc.,	1.05	
George Ezekiel, boiler insurance,	75.00	
J. J. Kelley, soap, cheese cloth and sundries,	6.15	
Eagle Pencil Co., pencils,	27.80	
E. Brown Co., glass and labor,	.75	
Boston Duck Co., water rent,	9.44	
E. E. Babb & Co., floor brushes,	14.40	
S. H. Wright, repairing lock,	.35	
Martin Neilson, care of lunch room at P. G. S.,	10.00	
Potter & Bond, glass and putty,	.65	
Palmer Mill, copying bath, letter book and work at Three Rivers school,	28.36	
R. L. Bond, water rent,	30.00	
C. S. Ruggles, axe,	.90	
A. M. Bond, repairing sundries at Thorndike,	3.35	
T. J. Crimmins, truant officer,	16.50	
James Pendergast, clams for laboratory,	.39	
		<hr/>
		\$889.41

MEDICAL INSPECTION.

Dr. H. C. Cheney,	\$50.00	
Dr. J. P. Schneider,	50.00	
Dr. S. O. Miller,	50.00	
Dr. E. L. Sullivan,	50.00	
		<hr/>
		\$200.00

SANITATION AT BONDSVILLE.

Geo. Smith & Co.,	\$852.00	
Boston Duck Co.,	297.17	
Fuller & Warren,	650.00	
		<hr/>
		\$1,799.17

SHINGLING AT BONDSVILLE.

E. A. Canterbury,	\$121.00	
Potter & Bond,	191.07	
	<u> </u>	\$312.07

SPECIAL TO MEET STATE INSPECTOR'S
REQUIREMENTS.

O. C. Alderman,	\$ 9.75	
Francis L. Jones,	135.35	
L. H. Gager,	36.50	
G. A. Authier & Son,	10.68	
Parker-Hamer Electric Co.,	11.79	
J. W. Brainerd,	1.00	
S. W. Lyon & Co.,	144.76	
A. J. Adams,	1.00	
	<u> </u>	\$350.83

GRADING AT THREE RIVERS.

J. T. Geer,	\$ 4.80	
Palmer Mill,	101.29	
J. W. Rochford,	342.53	
	<u> </u>	\$448.62

BALANCE ACCOUNT.

ACCOUNTS.	Appropriated	Expended	Unexpended	Overdrawn
Salaries, Supt. and Teachers.....	\$19,825.00	\$18,734.56	\$1,090.44	
Music and Drawing.....	1,000.00	936.67	63.33	
Janitors.....	1,850.00	1,832.78	17.22	
Text Books and Supplies.....	1,400.00	1,385.48	14.52	
Fuel and Light.....	2,100.00	2,886.07		\$786.07
Transportation.....	1,800.00	1,641.70	158.30	
Repairs.....	500.00	439.37	60.63	
Insurance.....	440.00	400.50	39.50	
Contingencies.....\$500.00				
Dog Tax.....712.24				
Tuition.....521.50				
Merrick Fund.....29.99				
	1,763.73	889.41	874.32	
Medical Inspection.....	200.00	200.00		
Shingling at Bondsville.....	400.00	312.07	87.93	
Grading at Three Rivers.....	513.53	448.62	64.91	
Sanitation at Bondsville.....	1,800.00	1,799.17	.83	
Special to meet requirements of State Inspector.....	500.00	350.83	149.17	
			\$2,621.10	\$786.07
			786.07	
			\$1,835.03	
Balance unexpended.....		1,835.03		
	\$34,092.26	\$34,092.26		

Report of Superintendent of Schools.

To the School Committee of the Town of Palmer :

GENTLEMEN : — I herewith present my second annual report as Superintendent of the schools of Palmer. This is the sixteenth in the series of reports issued by the superintendents of the schools of the town.

In this report the statistics in regard to attendance refer to the school year from September 1907 to June 1908 ; those in regard to expenditures to the year from March 1, 1908 to March 1, 1909.

STATISTICS.

I.—POPULATION

Census of 1905,	7,755
School population Sept. 1, 1907, 5 to 15 years of age,	1,415
School population Sept. 1, 1908, 5 to 15 years of age,	1503
Illiterate Minors,	402

II.—PUPILS.

Number of children in town September 1, as taken from the school census and registers :

	1906-7	1907-8
Between ages of 7 and 14,	905	1,032
Aggregate enrollment, Sept. to June,	1,172	1,174
Average daily attendance,	982	1,094.03
Average number belonging,	1,039.24	1,151.19
Per cent of attendance,	94.49	95.
Average number of pupils to each teacher,		
In High School,	23.	23.
In other schools,	40.38	35.23

COMPARISON FOR TEN YEARS.

YEAR.	'99-'00	'00-'01	1901-2	1902-3	1903-4	1904-5	1905-6	1906-7	1907-8	1908-9
Average Membership	1050.51	1075.85	1051.9	955.61	978.82	1031.64	1107.91	1084.67	1039.24	1151.19
Average Attendance	972.41	1002.05	977.12	891.65	901.82	964.93	1045.92	1040.47	982.	1094.03
Percent Attendance	92.01	93.14	92.89	93.35	92.14	93.58	94.4	95.4	94.49	95.

ATTENDANCE BY SCHOOL.

SCHOOLS.	Average Membership.	Average Attendance.	Per Cent of Attendance.	Enrollment.
High.....	116.2	110.7	95.2	117
Palmer Grammar.....	378.5	357.39	94.4	386
Thorndike Grammar...	184.65	175.29	94.9	189
Three Rivers Grammar.	215.71	205.19	95.1	219
Bondsville Grammar...	201.82	193.28	95.7	207
DISTRICTS —				
Center	21.11	20.03	94.8	22
Wire Mill.....	33.2	32.15	96.8	34

TABLE OF COST.

	1903-4	1904-5	1905-6	1906-7	1907-8	1908-9
Salaries.....	\$15,905.50	\$16,518.74	\$17,231.53	\$16,673.25	\$17,032.10	\$18,734.56
Music and Drawing..	996.27	994.75	1,048.01	985.57	948.87	930.67
Janitors	1,587.22	1,696.00	1,650.50	1,744.21	1,722.54	1,832.78
Contingencies.....	700.77	1,400.90	1,324.92	1,100.35	1,573.00	889.41
Text Books and Supplies	1,343.68	1,396.57	1,401.03	1,598.70	1,479.59	1,385.48
Repairs.....	576.21	467.31	1,009.92	382.45	339.56	439.37
Fuel.....	2,185.10	2,148.76	2,106.37	2,148.36	2,598.08	2,886.07
Transportation	550.00	662.50	1,247.50	1,719.03	1,868.70	1,641.70
Medical Inspection...					200.00	200.00
	\$23,844.75	\$25,345.54	\$27,019.64	\$26,351.92	\$27,702.44	\$28,946.04
Av. Membership.....	978.81	1,031.64	1,107.91	1,084.67	1,039.24	1,151.19
Av. Attendance.....	901.82	964.93	1,045.92	1,040.47	982.	1,094.03
Cost per pupil, based on average membership.....	24.36	24.57	24.38	24.29	26.65	25.14
Cost per pupil, based on average attendance.....	26.44	26.26	25.83	25.32	28.21	26.45
Insurance.....	\$252.75	\$60.00	\$551.25	\$243.00	\$98.63	\$400.50

The average attendance in the schools of the town **Attendance.** during the year 1907-8 was higher than ever before, showing a spirit of co-operation on the part of parents and pupils that makes for good schools and splendid accomplishment. The absence of any epidemic has been very favorable to school attendance.

Education is a business. The hour for beginning school is a business engagement for every member of the school and should be met with the same punctuality that any business engagement is met. The boy who is regular and punctual in attendance at school is father to the man who owes to a great degree his success in business to those healthy principles. "As the twig is bent the tree's inclined."

In order for our schools to do their best work and reach all whom they are expected to reach we must have the co-operation of the parents of those pupils who are tardy and irregular in attendance. The welfare of the boys and girls demand punctuality and regular attendance at school.

The uniform good health among the pupils of our **Medical** schools has been due in a great degree to medical **Inspection.** inspection. The immediate removal from school of pupils having a contagious disease, and fumigation whenever necessary made an epidemic practically impossible. When the work of a school is not interrupted or interfered with by the spread of a contagious disease its efficiency is much greater than otherwise.

The increased appropriation for teachers' salaries **Teachers.** prevented many changes in the personnel of the teaching force. Of the nine changes that occurred, five were advised to secure other positions, one died during the summer, and three who, although satisfied with the compensation received in Palmer, accepted positions near their homes.

The ready response on the part of the voters to the need of increased salaries for teachers has been and is commendable and speaks loudly for the interest in the schools of the town. It is such a spirit that secures an efficient teaching corps, makes for good schools and for civic betterment.

At the beginning of the school year of 1908 a new **Reading.** system of reading, called the Aldine method, was adopted and was introduced into the first grade. It seemed to your Superintendent that the accomplishment in reading was not what it should be, and, after carefully examining several systems of reading, he found the Aldine system best suited to the needs of pupils in the first and second years of school life.

The systems of reading in use at the present time may be classified as Alphabetic, Phonic, Word, Sentence and Combination methods. About 35 years ago the Alphabetic method began to be displaced by the Phonic, and since that time we have had other systems in succession.

The method which we have been using in our own schools in Palmer is the Pollard method. In other words, it is the synthetic method of spelling and reading by Mrs. Rebecca S. Pollard, and it is a purely phonic method. It begins with the sound and works up gradually to the word, and then to the sentence.

The method that has just been adopted for use in our schools is the Aldine method, which is a combination of the sentence, word and phonetic methods. The sentence method alone is purely analytic and the best results are obtained only when it is combined with the word and phonic methods.

The synthetic method which we have been using has many faults, and the greatest of them I believe to be this: That it teaches the children to read words and not thoughts. In other words, by the nature of the method the attention of the child is necessarily concentrated on the letters that make up a word, and he regards the sentence as composed simply of so many words, the pronunciation of which he considers reading. To insist upon good expression when the system of reading in use prevents a ready grasp of the idea of the sentence is requiring of a pupil something that the system makes impossible, and it has seemed to me, from observation, that that is the one main difficulty with our reading in all grades.

Reading aloud simply fosters the word-reading habit, and I have felt for some time that too much reading aloud has been done in the various grades of our schools. Therefore it has been made the practice for each teacher, at some time every day, to have the children read silently a story or some other interesting experience

within the comprehension of the children, and then have them answer questions in regard to that reading in order to show how far the thought of the story has penetrated the child. That process has been found to develop the thought-getting power of the child, and of course thought-getting power means strength of mind. Since practically all the reading done in actual life is silent reading it seems really unpedagogical to devote all the time spent in reading in the schools to reading aloud. Does reading aloud really develop thought-getting power, and does it not in many instances interfere with the thought-getting power?

Of course the process to be followed in reading must be determined altogether by the aim in reading. We read for power. If by reading we do not acquire the power to read, that is, if we do not acquire the power to assimilate the thought of the author, our reading has not done for us what reading should do for everybody.

In silent reading a person is capable of reading much faster than in oral reading, since about the only caution ever given in regard to the rate of reading is, "Not too fast." It is clear that silent reading affords a better practice to the mind of rapid assimilation of thought. In silent reading, too, a person says over to himself everything that is read, then the thought of the author is much more readily gained. Much time and energy also are saved by the silent reading. Reading in general has two objects: One is to enable a person to read silently with intelligence, to himself; the other is to enable him to read orally and intelligently, so that the thought of the author can be readily appreciated by hearers. These two aims are the guides of the development of the reading in our schools.

Expression in reading is nothing more than the evidence that the reader has assimilated the thought of the author. Now the thought of the author must be obtained from the sentence as the smallest unit, and in many cases it may be from an entire paragraph or more. But a paragraph is simply composed of a certain number of sentences that are very closely related in thought. Therefore the pupil, proceeding from the sentence as a unit of thought, should acquire the power to get the thought of an entire paragraph or more.

In asking a person a question concerning any experience that he has had you get a sentence in reply; that is true from infancy to old age. It is natural for one to express a complete thought. That is

the strong feature in the Aldine system of reading which we have adopted. Each teacher takes a child on the basis of the sentence as a unit and leads him to thought getting. The sentence is the basis of the Aldine method of reading. A story is told to introduce every rhyme, which is made up of the sight words that the pupils are to learn, but every rhyme is a complete thought. The first rhyme in the book, for instance, is

Come away, come away and play.

It is an exhortation, and not only is it very similar to the words that any primary child would use under similar conditions, but it expresses a complete thought and the child without difficulty gets the thought. That is the procedure throughout the method.

Following the statement of the rhyme to the children comes the re-statement of it by the children in answer to questions by the teacher. Then it is but a step to the recognition of the individual words that make up the rhyme, and even before the recognition of the words the dramatizing of the story by the children will show beyond a doubt that the thought of the rhyme has been gained.

Dramatizing in reading is essential for two reasons: 1st, the physiology of the child at from 5 to 8 years old calls for muscular activity, or motor action; 2d, it enables the child to express the thought of the author in his most natural way.

Dramatizing, like oral reading, however, is not the end. It is simply a means to effect the accomplishment of the great end,—the development of power in reading.

This subject includes reading, grammar and **English.** composition. An attempt has been made to improve the work in grammar and in composition, as well as in reading. The requirements that should be met by a graduate of the ninth grade in our schools have been definitely stated. They are as follows:

First, he should have a knowledge of the sentence sufficient to analyze and parse it down to its single words, except, of course, in the case of phrases that are so idiomatic that they render analysis absurd.

Second, an understanding of case and knowledge of case relations, including not only the nominative, genitive and objective or accusative, but also the dative and the vocative.

Third, an acquaintance with the verb in its various aspects of voice, mood, tense, transitive and intransitive verbs, regular and irregular verbs, participles, and their uses.

Fourth, a knowledge of all the common inflections as they appear in nouns, pronouns, adjectives, verbs and adverbs.

Fifth, the various kinds of nouns, pronouns, adjectives, adverbs and conjunctions.

Sixth, the simple rules of syntax, particularly those whose violation is common in oral speech.

Seventh, the power to distinguish between relationships where the form may be the same, but the meaning two-fold, as in phrases like "The love of God."

With a knowledge of those things the pupil coming from the ninth grade into the High School can immediately begin the study of advanced composition and rhetoric; the study of the paragraph, for instance, with its unity mass and coherence; the study of the choice of words; and the study of the figures of speech, such as similes, metaphors, synecdoches, etc.

In composition the aim is to enable the child to write freely, naturally, and with reasonable correctness upon the subjects in which he is interested.

Industrial Education. Industrial education is a popular theme. It represents the reaction from the system of education that has so far been developed in the United States.

Some people are saying that the American public school system is a failure, while the more conservative admit that the public schools have done good and are doing good, but declare that conditions have arisen which require their modification in order to enable them to work the greatest good to the greatest number. The condition of education in the United States to-day against which people are revolting is this:

According to the report of the United States Commissioner of Education, in 1907 the school population of the country was 24,262,936, with a school enrollment of 16,820,386. Of that number enrolled 848,191, or 5 per cent, are in High Schools and Academies. In the Universities, Colleges and Schools of Technology there are 137,037 students, or 15 per cent of the enrollment in secondary schools.

The natural inference from these statistics is that High Schools to-day are conducted not for the 85 per cent who never will attend college, but for the 15 per cent who do attend. They fit 3-20 while 17-20 have to get along with a misfit; they do not give the greatest good to the greatest number.

This condition has come about through the aggressiveness of Colleges and the passiveness of High Schools. The Colleges have been aggressive in their attempts to standardize education and to prescribe the conditions on which they would receive students. They have regarded, and do regard, the High Schools as primarily preparatory schools, and on that basis they believe they have the right to dictate the courses of study. The result is that the entrance requirements have been made so specific and so numerous that the four years of High School are necessary to meet them. In other words, the High School has no time to do anything but prepare pupils for College. The Colleges believe that their entrance requirements represent the best education, whether a student is going to College or not.

The High Schools have remained passive and have obeyed the demands of the Colleges as law. They have allowed themselves to drift into that passive obedience without endeavoring in the least to adapt their courses of study to the needs of the community by which they are supported.

Of late a change has taken place. It is beginning to be realized that High Schools exist primarily for themselves, and that preparation for College is a secondary feature. It is intensely felt that the High School exists for the 85 per cent rather than the 15 per cent and demands are being made accordingly. Practically all of these demands are included in the term Industrial Education.

Industrial Education, then, is a reaction from a system that does not meet the needs of the greater number.

Industrial Education consists of education in agriculture, metal working, manual training, sewing, cooking, and vocational training. The United States Commissioner of Education, state boards of education, school committees, superintendents, principals, and practically all teachers, are strongly in favor of such education. The general opinion is that Industrial Education is of more value to the boy or girl who is not going to college than is the present system.

Industrial Education, however, should supplement, not supplant the present system of education. The American public school system is a modern institution, a development of our own civilization, and is adjustable to the demands of our time. It has done the work that it was designed to do. It has been a success, not a failure. It has supplied that foundation of general intelligence as rich soil in which the seeds of special intelligence and special skill might reach their maturity. It has developed mental power, powers of observation and of thought, of analysis and reasoning. It has enabled the men and women of the country to solve their problems — political, social and moral — and has made it possible for them to attain the full stature of men.

What the aim of education is should be of value in determining the success or failure of any school system. For a definition of that aim we turn to an authority who has made a life study of educational problems, and we find that Professor Paul H. Hanus offers the following :

“The aim of education is to prepare for complete living. To live completely means to be as useful as possible and to be happy. By usefulness is meant service, i. e., any activity which promotes the material or the spiritual interests of mankind, one or both. To be happy one must enjoy both his work and his leisure.”

Such an education the American public school system has supplied, although not ideally. To modify and supplement that system by nature study, school gardens, manual training, cooking, and sewing, would greatly increase its efficiency and enable it to approximate more closely the ideal.

Last year your attention was called to Manual Training.

Manual Training. In Ware, Warren and many other towns of the size and general character of Palmer such a course is being conducted with excellent success.

Boys unable to adequately express themselves in written or oral speech frequently are able to easily execute a design in wood, with the proper tools. For them Manual Training means the development

of mental power, and by correlation with drawing they are able to draw their designs and then execute them. From the results of such a course in the 7th, 8th, 9th and High School grades in other towns I believe that it would be of great value to the boys of Palmer. As rapidly as possible it should be extended to include sewing and cooking for girls.

Manual Training is an essential part of Industrial Education. As such it would appeal to boys as other school work does not. As an avocation its value would be great, and the leisure hours of many boys might become hours of profit rather than loss.

Since the work in Industrial Education should reflect as far as possible the industrial life of the community which supports the schools, weaving should be a part of this training. By the correlation of English, drawing, wood working, weaving, sewing, the chemistry of the dyeing of yarn, and the chemistry of food products in connection with cooking, such a course might be of very great value to the community.

I wish to take this opportunity to express to the parents, to the teachers and to the members of the School Committee, my appreciation of their co-operation and support, without which the schools could not have made that satisfactory progress.

Appendix A.

SCHOOL ORGANIZATION.

MARCH 1, 1909.

Year Appointed.		Salary
	SUPERINTENDENT AND PRINCIPAL.	
1907	Lee T. Gray,	\$2,000.00
	SECRETARY.	
1907	Jennie E. Bray,	500.00
	HIGH SCHOOL.	
1904	Genevra F. Clark, Latin,	700.00
1907	M. Louise Shaw, Science,	700.00
1908	Mildred R. Stetson, French, German and English,	600.00
1906	Pauline C. Melius, Mathematics,	700.00

PALMER GRAMMER SCHOOL.

1900	Elizabeth I. Heenehan, Prin., Grade IX,	\$608.00
1907	Margaret McCoy, Grade VIII,	418.00
1906	Susette Gravestain, Grade VII,	437.00
1907	Marion E. Warner, Grade VI,	456.00
1906	Ethel R. Babb, Grade V,	456.00
1905	Lillie M. Sullivan, Grade IV,	456.00
1906	Mildred M. Hartwell, Grade III,	418.00
1906	Jennie C. Roche, Grade II,	456.00
1907	Edna Flanders, Grade I,	418.00
1908	Helen Henderson, Assistant, Grades I and II,	380.00

THORNDIKE GRAMMAR SCHOOL.

1891	Katherine M. Twiss, Prin., Grades VIII and IX,	608.00
1897	Minnie V. Andrews, Grades VI and VII,	418.00
1890	Annie E. O'Connor, Grades IV and V,	456.00
1904	Marion Sands, Grades II and III,	456.00
1874	Mary E. Murdock, Grade I,	456.00
1908	Edith Stiles, Assistant,	380.00

THREE RIVERS GRAMMAR SCHOOL.

1907	Martha Buzzell, Prin., Grades VIII and IX,	608.00
1906	Mary V. Leary, Grades VI and VII,	456.00
1907	Florence M. Phillips, Grades IV and V,	418.00
1896	Lucy B. Twiss, Grades III and IV,	456.00
1901	Julia G. Daley, Grades II and III,	437.00
1908	Harriet J. Wilder, Grade I,	456.00

BONDSVILLE GRAMMAR SCHOOL.

1894	Jennie C. Twiss, Prin., Grades VII, VIII and IX,	608.00
1908	Lucy Fitzgerald, Assistant,	380.00
1908	Annie E. Bradford, Grades V and VI,	418.00
1890	Cora B. Clark, Grades III and IV,	456.00
1908	Una L. Bangs, Grades II and III,	418.00
1908	Mary I. Fussell, Grade I,	380.00

PALMER CENTER SCHOOL.

1901	May E. Mahoney, Grades I to VI,	418.00
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WIRE MILL SCHOOL.

1908	Mollie R. Felton, Grades I to IV,	418.00
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SHORLEY DISTRICT SCHOOL.

1908	Harriet Marshall,	418.00
	DRAWING.	
1904	Florence L. Tarbell,	480.00
	MUSIC.	
1897	Joanna V. Cantwell,	400.00

Appendix B.**"NO-SCHOOL" SIGNAL.**

The signal is given by direction of the Superintendent of Schools.

The School Committee has adopted the following regulations respecting the "no-school" signal:

The "no-school" signal, when given at eight o'clock a. m., indicates that there will be no morning session in grades 1, 2 and 3.

When given at 8.30 a. m. indicates that there will be no school in all grades.

When given at 11.15 indicates that there will be no afternoon session for grades 1, 2 and 3.

When given at 11.45 indicates that there will be no afternoon session for all grades.

The "no-school" signal in precinct A will be given on the fire alarm by three strokes of the bell twice repeated, making nine strokes in all, thus: * * * * *

Hereafter in precinct D or Bondsville the "no-school" signal will be sounded upon the steam chime whistle at the mill of Potter & Bond.

In other precincts the "no-school" signal will be given by three blasts on the steam chime whistles, each blast from 3 to 5 seconds' duration, a pause between each blast of from 3 to 5 seconds, thus: — — — It will also be sounded by the chime whistle of the Wright Wire Co.

The "no-school" signal does not affect the High School; sessions are held there every school day.



